**Interactive Read Aloud: Words Set Me Free, Lesa Cline-Ransome**

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**Title, author**

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| **Target Grade: 5**  **Lesson Source/s: (if not original): n/a**  **Lesson Objective:** Students will use the life of Frederick Douglass to inform ongoing conversations about the transformative power of reading **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Standards:**  **R–5–2**  **Students identify the meaning of unfamiliar vocabulary by…**  R–5–2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)  **R–5–4**  **Demonstrate initial understanding of elements of literary texts by…**  R–5–4.1 Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State)  R–5–5.6 **Analyze and interpret elements of literary texts, citing evidence where appropriate by…**  Identifying causes or effects, including possible motives of characters (Local)  **Materials & Advanced Preparation: Post-Its, vocab chart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Prior Knowledge and Skills Needed:** making inferences, summarizing, understanding new vocab in context **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Multicultural Component: role of enslavement in the control of knowledge, work of education in freedom struggles**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Key/New Vocabulary:**  **Breeches: trousers or pants**  **Shift: a loose fitting shirt (archaic)**  **Wharf: a landing or pier, a dock where boats tie up to load/unload**  **Trough: A long, narrow container used to hold water or food for animals**  **Abolition: to end or do away with, especially to end slavery**  **Spiritual: African-American religious folk songs**  **Quill: a pen made from a feather** |

**Interactive Read Aloud Lesson Procedure**

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| **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| * 1. **Connection** * Today we’ll start reading Words Set You Free by Lesa Cline-Ransome. This book tells the story of Frederick Douglass’s early life—a very important African American writer and thinker. Frederick Douglass was born into slavery in Maryland in 1818. What do you know about slavery? About Maryland? * There’s a lot of great language in this book. Some of it is specific to the time period and some of it is specific to particular settings, like farms. I want to preview this vocab before we get started. * Breeches, shift, wharf, trough, abolition, spiritual, quill Just like we are paying attention to vocabulary and evidence for the setting in our HF, we want to pay close attention to those clues in this book | * Activate prior knowledge * Engage with new vocabulary (echo read) * Incorporate one or two character trait words with vocab, * (determined, persistent, etc..) and also include the word “transformation” * How about Servant and Slave?   They are just learning that Maryland was one of the original British colonies, so you could activate that prior knowledge | * Active listening * Some contributions |
| * 1. **The Read Aloud** * *They say my master, Captain Aaron Anthony, was my daddy…When I was still young, Cook told me my Mama took sick…* * What have we already learned about Frederick’s family? * *At eight years old my mistress told me I was leaving the plantation to go to another master…in Baltimore.* * Put yourself in Frederick’s shoes. How would you feel finding out you were going to move—by yourself at age 8—to a totally new place? A city! Has anyone ever done that? * *I was glad no one ever told her that there is a big difference between a servant you pay and a slave you own.* * Hmmm, Frederick mentions the difference in how you treat a servant and a slave. What do you think he means? How is his treatment in Baltimore different than what he experienced on the farm? What’s your evidence for that? * *…I remembered hearing of a boy…who had his thumb chopped off…* * Wow! The consequences for slaves who learn to read are very, very harsh. Why might this be? Turn and talk to a partner. * *I may not have known how to read, but I knew that if learning made me no longer want to be a slave, then I would secure my freedom one letter at a time.* Determination * Why is reading so important to Frederick? * *Fast as I could, I ran to complete all my errands for my missus, then me and my new friends would get to work on my writing.* * Why are these white children helping Frederick learn to read? What is Frederick risking by continuing to study reading and writing? What are the white children risking? * END DAY ONE * BEGIN DAY TWO * Recap * *When my old master…died…I had to return to Great House Farm to be divided up with the rest of his property…* * Frederick is returning to Great House Farm after four years living in a very different environment in Baltimore. He has grown up a lot in the past few years. Does anyone have a prediction about how Frederick might feel when he returns? * *We had a school before long, but as far as the master knew, we were having church.* * What’s going on? Why are Frederick and other slaves keeping their school secret? How are they hiding/disguising their school? * *I always knew that somehow words would set me free…* * What does Frederick mean by this? Do we agree? Can words set someone free? Why/how? | * Responses * Turn and talks | * Some responses to questions * Listening in to turn and talks |
| **Anticipated Responses/Outcomes:**   * *What kinds of strategies do you think students will use?* Comparing/contrasting, making predictions, making inferences | | |
| 1. **Closing and recording**  * Look at author’s note (maybe under doc camera) and F.D. timeline on back page—maybe use dates to add to classroom timeline? * You’ve talked a lot about the importance of reading this year. You’ve celebrated your own reading. You’ve though about Walter Dean Myers’s idea that reading is not optional. I want you to connect some of those ideas to our understanding of Frederick Douglass. For Frederick, was reading optional? Why/why not? | * Students will connect this reading to earlier discussions * Maybe students can facilitate this part of the discussion   How about the idea that Reading is a Right (now)? | * How will you give feedback to students’ meaning making of the text or understanding of the strategy modeled during the reading? * How will you communicate to the students what they accomplished today? |
| **Anticipated Responses/Outcomes:**   * I hope students will use the closing discussion to stretch their understandings of how reading functions/what reading means, historically and today. | | |
| 1. **Follow up**  * One follow up could be modeling how to choose an important date from a non-fiction text and add it to the timeline. | * How are students going to review/practice what they learned during the read aloud? | * How will you assess the application of the strategy or comprehension of the key element you wanted to demonstrate using the text? |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Rachel,

You have a good start. Let’s see how they do with Day One, and tweak accordingly. I’d like to incorporate “slave” and “servant” into vocab, as well as “transformation” and a character trait (maybe determined? Or another that you think applies)

The idea that learning to read was a threat is an important idea for the students to explore. The idea that reading belonged to those in power needs to be examined. Where in your plan can you have the students examine this idea? They (the students) take learning to read and education for granted. People fought for this to be a right for everyone. We need to push them on this.